

A STUDY ON THE PRINCIPAL'S ADMINISTRATIVE PRACTICES OF NO.3 BASIC EDUCATION HIGH SCHOOL, SHWEPYITHAR

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Abstract

The purposes of the study are to study the administrative practices of high school principal in No. (3) Basic Education High School, Shwepyithar in accordance with the perception of the teachers. It is based on six areas; Educational Leadership, Plotting Directions for the School, Improving Teaching, Learning and Curriculum, Improving the School as an Organizational Unit, Providing a Climate for Personal and Professional Growth and Providing the Best in Human and Material Resources. The quantitative perspective was applied in this study. The required data were collected from the 15 junior and 20 senior teachers in No. (3) Basic Education High School, Shwepyithar.

Questionnaire survey method was used in this study so as to collect the required data. The teacher's perception on administrative practices of principal was measured with 53-item questionnaire. These 53 items were developed as five point Likert-type items: (1= never, 2 = seldom, 3 = sometimes, 4 = often and 5 = always) for degree of administrative practices. Administrative practices of school principal perceived by junior and senior teachers were analyzed by using descriptive statistics.

The teachers from selected school rated the function of "educational leadership" as the highest mean value ($X = 4.25$) in six administrative functions and the function of "Improving Teaching, Learning and Curriculum" is seen as the lowest mean ($X = 3.78$). It means that the highest performance of the function is educational leadership and the lowest performance is the function of improving teaching, learning and curriculum". There is little difference between the means, so the school administrator nearly equal performs in the administrative functions. Research study suggests the principal should try to improve these functions.

Keywords: leadership, educational leadership

Introduction

Education attempts to give a firm foundation for the achievement of personal fulfillment. The school is a basic educational unit. The school should be alert to seize all opportunities and should utilize all experiences and situations to provide for the wholesome growth of the child (Educational Theory Part I, B.Ed Course, 1984).

Administrative leadership remains a key to school success (Hart and Bredeson, 1996). Without high-quality, skilled and sustainable leadership at the school will not occur. Smooth operation of an educational institution requires competent administrators. The administrators play the main roles for the effective and efficient running of the school. School's administrators determine the policies and procedures of their own schools according to the educational objectives laid down by the State. So, the administrative practices of principle become essential consideration in all-round development of educational institution.

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Significance of the Study

School administrator deals with people (pupils, staff members and the public) as well as with the things (building and equipment). It is important to understand that the school administrative practices cannot be isolated from the other activities of the school system. These practices are related to all the other aspects of school enterprise. At the institutional level, schools are organized in the same pattern and implementing the basic education programmes. And the high schools are responsible mainly for the completion of full basic education to encompass the tertiary level of education and other professional institutions. Therefore, it is obvious that the high schools are of great importance. With their own administrative practices they are running in accordance with the directions and instructions of upwards serial organizations. (cited in Tin Shwe, 1992)

Aim of the Study

The main aim of this study is as follows:

To study the administrative practices of high school principal of No.(3) Basic Education High School, Shwepyithar in accordance with the perception of their assistant teachers.

Research Questions

What are the administrative practices of high school principal?

Limitation of the Study

This study was limited to the selection of the following variables and samples as the scope of study. They are as follows:

This study investigated on the school administrative practices of only No.(3) Basic Education High School, Shwepyithar due to time limitation. Participants of this study were teachers including junior teachers and senior teachers from that school. Due to the time limitation, interview and observation could not be conducted. Therefore, in this study, the conclusion was drawn based on only the findings of questionnaire survey.

Review of Related Literature

School administration is primarily about leadership. Some leaders will be superior to others because of genetics, but the basic leadership skills are learned and can be cultivated and enhanced. One needs to lead with both mind and heart to be truly effective.

Educational Leadership

The Nature of Leadership

Leadership is related to motivation, interpersonal behavior and the process of communication. Good management leadership helps to develop teamwork and the integration of individual and group goals. It aids intrinsic motivation by emphasizing the importance of the work that people do. Leaders create the vision and the strategy for tomorrow. Therefore, leadership selection and development becomes the major priority for any business (Laurie J Mullins, 1999).

Nature of School Leadership

As school administration is a flexible management of social process, the principal is supposed to act within his expected role played by the effective leadership is associated with competence in two domains. The first one is structural domain, it must be structured to be a well-defined pattern of organization with good channels of communication and ways of getting things well done. The second is social framework referring to the establishment of close relationship between the leader and group-members that reflects friendship, sympathy, mutual trust, respect and warmth. The competence in these two domains is liable to produce effective leadership in the organization. With the best style of leadership and effective leader behavior the principal must be all times effective in leadership and also possess to do so, good and sound leadership attributes as follows. Only then he will be able to lead his staff functionally to attain the aims of the school. Strong managers are usually strong leaders, and success in accomplishing organizational goals often depends on the leadership qualities displayed (cited in Tin Shwe, 1992)

Definitions of Leadership

- 1 Leadership is defined as the process of influencing the activities of an organized group toward goal achievement (Rauch & Behling).
- 2 Leadership is interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals.(Tannenbaum, Weschler & Massarik)

Definitions of Educational Leadership

1. Educational leadership is defined as ‘ that action or behavior among individuals and group which causes both the individual and the group to move towards educational goals that are increasingly mutually acceptable (Stinner, 1970)
2. It is also defined as ‘attempting to make existing structures within the school work well’. The key dement is educational leadership should be the integration of the individual, the team and the school goals (Bell, 1988).

Leadership Qualities

Leadership qualities are command, judgment, coolness, application of responsibility, drive and initiative, efficiency, industry, group influence, justice and effective speaking.

Leadership's Duties and Responsibilities

There are so many leadership's duties and responsibilities. They are general planning, general coordination, enhancement of personnel skills, school objectives, curriculum objectives, establishing formal work relationships, evaluating performance, facilitating organizational efficiency, new staff and students, community, supplies and equipment and services.

Educational Leadership Policy Standards

The National Policy Board for Educational Administration recently released the Educational Leadership Policy Standards: ISLLC 2008 which states the following:

Standard 1:

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 2:

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 3:

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 4:

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 5:

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. (www.ccsso.org, 2008)

Plotting Direction for the School

Each school has its goal and the people within the school have objectives they hope to reach in their own work. Aims are considered here to be institutional while objectives are considered to be personal or else limited to small interpersonal groups within the school.

Aims Setting and Objective-Starting

The aim of school is within four areas.

- (A) Intellectual Dimensions
- (B) Social Dimensions
- (C) Personal Dimensions
- (D) Productive Dimensions

Aims and Objectives for One Own's School

When the administrators plot directions for their schools, committees on aims need to observe guidelines like the following.

- (1) Consider that aims are parameters of general activities in a school. Place maximum focus on pupils' objectives, but do not neglect continuing examination of the school's aims.
- (2) Place maximum focus on pupils' objectives, but do not neglect continuing examination of the school's aims.
- (3) Consider ideas coming from outside the local community as well as ideas from within it.

- (4) Conform, in so far as is necessary and desirable, to the aims and objectives subscribed to else cohere in the school system.
- (5) State aims and objectives so clearly that they can be understood by citizens with limited education.
- (6) Provide opportunities for concerned and competent people to reconsider aims and objectives.
- (7) Expect varied interpretations of aims and objectives
- (8) Publicize the aims of the school, and invite comment concerning them.

The Special Role of School Leader in Plotting Directions

The principal or supervisor in the individual school has several important duties to perform and points of view to take if teachers, parents and others are to do their best work in plotting directions for the school. First, he must involve people and keep them involved so that planning becomes a continuing activity. Second, the school leader must consider the act of formulating aims and objectives to be valuable in-service education.

Third, the leader must call for evaluation of objectives as they are put to use by pupils and teachers. Fourth, he must free pupils and teachers to try experiences which may suggest new objectives. Fifth, he must help to provide vision concerning what the school can become. Finally, he must insist that his school develop its own unique aims and objectives (Ronald C.Doll, 1972)

Improving Teaching, Learning and Curriculum ***Impact of School Leaders on Student Achievement***

School leaders and principals are held accountable for the academic success of all students (Gruenert, 2005). Leithwood et al. (2004) surmised that the direct and indirect effects of principal leadership on student achievement account for one-fourth of the total school effect. They developed three classifications of principal effects on student and school outcomes:

1. Direct effects in which the principal's actions influence school outcomes.
2. Mediated effects in which principal actions affect outcomes indirectly through other variables.
3. Reciprocal effects in which the principal affects teachers and teachers affect the principal, and through these processes outcomes are affected.

School leadership indirectly affects student outcomes by setting, supporting, and sustaining high expectations, goals, and student outcomes (Stronge, Richard, & Catano, 2008). Leadership efforts are most evident through the influence of the leader on those who interact directly with students in instructional settings (Hallinger & Heck, 1996). The indirect effects on student outcomes are attained by developing the school's capacity for academic improvement (Hallinger & Heck, 2010; Hallinger, 2011).

Main Functions of Teaching and Learning

Facilitating teaching and learning is the main function of principal and supervisors. Teaching and learning are quite different human activities.

- (1) Planning

- (2) Finding better uses for pupil time
- (3) Understanding the dynamics of classroom groups
- (4) Giving attention to individual learners
- (5) Using available resources
- (6) Evaluating pupil behavior and communicating with parents

Planning to Improve Teaching

One of the important inferences in teaching is that teachers are less likely to change by being told to do so than by coming to their own decisions to change. Personal decisions to change usually occur with relative ease in cooperative group settings. According to one inquiry, teachers say their teaching is affected most by problems which fall into eight categories. They are persons in authority, peers and staff, community, students and discipline, methods and curriculum, personal and social and professional role.

Special Role of School Leader in Facilitating Teaching and Learning

Making teaching and learning easier and more effective is without question one of the chief responsibilities of principals and supervisors. In guiding programs of teaching and learning, the school leader concerns himself with three kinds of decisions.

- Decision directly affecting persons.
- Decision affecting institutionalized learning.
- Decisions affecting objects and arrangements.

Coordinating Curriculum Planning

The Nature of the Curriculum

Actually, the curriculum has been defined quite differently as the following range of definitions indicates:

- The curriculum represents those learnings each child selects, accepts and incorporates into himself to act with, on and upon in subsequent experiences” (L. Thomas Hopkins, 1941, cited in Ronald C. Doll, 1972).
- The curriculum is the continuous activity of the individual interacting with the environment factors about him” (Harold G. Shane and E.T. McSwain, 1951, cited in Ronald C. Doll, 1972).

In general, the definitions fall into two categories:

- (1) The opportunities made available to learners in school;
- (2) The experiences actually undergone by learners in schools.

Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

Effective leaders:

- a. Implement coherent systems of curriculum, instruction, and assessment.
- b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels.
- c. Promote instructional practice.
- d. Ensure instructional practice.
- e. Promote the effective use of technology.
- f. Employ valid assessments.
- g. Use assessment data appropriately and within technical limitations.

Curriculum Development

To improve curriculum, Egyptain Dr. Hussein Kamel Bahaa El Din (1997) said that the amount of knowledge which is presently taught to students should be reconsidered. Curriculum planners should enable the students to understand the facts of life and to prepare them for the challenges they will confront. They should be quite familiar with environmental issues. Then, the time has come for education that emphasizes the acquisition of skills and competencies that would enable an individual to fulfill their duties towards their country, their family and themselves.

For curriculum development, in essence, educational curricula for all educational stages should also be constantly evaluated to ensure that unnecessary or repetitive information is removed. Besides, curriculum planners always make constant reviews of the curricula and refocus it. This is an activity that is ongoing and is carried out by experts in addition to the input from parents, students and teachers.

Dr. Hussein Kamel Bahaa El Din (1997) also said that ‘ Education should equip future citizens with the necessary skills for a new age, and with skills for the wise use of financial, material, technological and time resources without much wastage and with the highest return possible.’ So, the curricula, the most important component of education, should emphasize such capabilities.

Improving the School as an Organizational Unit

School principals must create an environment that promotes change. The principals must exude energy for and commitment to school improvement. They should encourage more communication between them and the various stakeholders – teachers, students, parents and community. Teachers have to believe that they can make a difference and have a commitment to do so. Principals have to have the ability to motivate the teachers.

School Principals have to know the important facts. They are school organization and staffing, community of care and support for students, meaningful engagement of families and community, criteria for organizational change, the special role of the school leader in changing the school’s organization, designing a coordinated communication system and the special role of the school leader in helping to improve communication.

Providing a Climate for Personal and Professional Growth

A fourth major task of the school leader is providing the climate and the opportunities necessary for the growth –in –service of professional personnel.

Climate in School

There are many factors to form the climate of a school. The following factors address the role of the effective principal relative to school climate. They are-

- (1) The principal's role in fostering and sustaining school climate
- (2) Internal and external dynamics at work in the school
- (3) The important of high expectation and respect
- (4) School climate, conflict and crisis management
- (5) School climate and shared decision making

School principal need to know the following facts. They are the relationship between the principal and school climate, professional capacity of school personnel and professional community for teachers and staff.

Providing the Best in Human and Material Resources

The Principals' Supervisory Role in Teacher's Utilization of Relevant Instructional Materials

Gerlach et al (1980:194) state that there are six broad categories of materials. These are:

1. Still pictures which include photographic prints, sketches, cartoons, murals, cut outs, charts, graphs and maps.
2. Audio materials which include phonograph record and audio tapes.
3. Motion pictures sometimes called a movie or film consists of a series of still pictures taken in rapid succession.
4. Television is an electronics system of transmitting still and moving images with accompanying sound through space.
5. Real things, simulation and modern include people, actual object or events, models, cut way, and specimens.
6. Programmed and a computer assisted programmed instruction.

Adewoyin (1991) and Ogunmilade (1984) noted that the selection of instructional materials or media depends on certain factors. These are: instructional objectives, availability of media, age, level, interest and background of Learners, teacher's capacity, cost and technical quality.

The Principals' Supervisory Role in Maintenance of Equipment and Facilities/ School Plant

School's equipment and forms of school facilities also known as the school plant are also important elements needed for the realization of educational goal and objectives. School equipment and facilities comprise all the things that have been put in place to aid effective teaching and learning. The main equipment and facilities in basic education school include the following:

- i. Equipment: laboratory and workshop equipment, sporting equipment, teaching aids, typewriters and photocopies, computers etc.

- ii. Permanent and semi-permanent structures: classroom, workshop, hostels, staff quarters, assembly/dining halls, administrative blocks, libraries, laboratories etc.
- iii. Furniture: desks, table, chair, beds etc.
- iv. Library books and stationery
- v. Vehicles
- vi. Electrical infrastructure: meters, fans, generating sets, air conditioners and other electrical fittings.
- vii. Water supply infrastructure: tap water, well, water tanks, boreholes etc.

Methods of maintaining school plant: there are different methods/strategies that can be employed by principal in the maintenance of school plant to keep them suitable for use at all times. Fadipe (1998:73) has enumerated the different ways by which a school administrator can effectively maintain school plants.

These include:

- i) *Periodic Inspection and Classification of Damaged Infrastructures*
- ii) *Committee System Approach*
- iii) *Community Participation Approach*
- iv) *Financing School Plant Internally*

Theoretical Framework

This study includes six administrative functions. They are educational leadership, plotting directions for the school, improving teaching, learning and curriculum, improving the school as an organizational unit, providing a climate for personal and professional growth and providing the best in human and material resources. (Ronald C. Doll, 1972).

Methodology

This study focused on the administrative practices of basic education high school principal at No.(3) Basic Education High School, Shwepyithar Township, Yangon Region.

Sample

In this study, the teachers' perception on administrative practices of the school administrator was studied. The quantitative perspective was adopted in this study. This study was designed as descriptive research. The required data were collected from the 15 junior and 20 senior teachers at No.(3) Basic Education High School, Shwepyithar, Yangon Region.

Instrument

Questionnaire survey method was used in this study so as to collect the required data. The teachers' perception on administrative practices of principal was measured with 53-item questionnaire. These 53 items were developed as five point Likert-type items: (1=never, 2=seldom, 3=sometimes, 4=often and 5= always) for degree of administrative practices.

Six school administrative functions included 13 items for educational leadership, 7 items for plotting directions for the school, 6 items for improving teaching, learning and curriculum, 13 items for improving school as an organizational unit, 7 items for providing a climate for

personal and professional growth and 7 items for providing the best in human and material resources. The Cronbach's alpha was used to measure the reliability coefficient of the questionnaire. The reliability coefficient (Cronbach α) was 0.98 for the questionnaire. This questionnaire was, therefore, reliable to use in this study.

Procedure

The set of questionnaire was developed after reviewing the related literature for the expert reviews, the advice and guidance were taken from the six expert educators who have special knowledge and experience at the department of educational theory, Yangon University of Education. According to the expert validity, the wording and content of items were also revised. Pilot study was conducted on the first week of December, 2018. On the second week of December, 2018, questionnaires were sent to the participant teachers in No.(3)Basic Education High School, Shwepyithar, Yangon Region. After three days later, all the questionnaires were recollected. A valid response rate was 100%.

Analysis of Data

The collected data of this study were systematically analyzed by using the Statistical Package for the Social Science software (SPSS) version 20 as it is widely used in quantitative research. The Likert scaling technique was used for analyzing the items.

Administrative practices of school principal perceived by junior and senior teachers were analyzed by using descriptive statistics.

Findings

This section deals with research findings based on quantitative study. Perceptions of junior and senior teachers were measured by teachers' self-rating scale. The analysis of collected data as research findings will be discussed.

Data Screening

The data were screened for univariate outliers. The out-of-range values, due to administrative errors, were examined and recorded with the original responses from the questionnaire.

Frequency Showing Teachers' Perception on Administrative Practices of School Principal

Frequency for Teachers' Perception on Administrative Practices of School Principal was presented in Table 1.

Table 1 Frequency Table for Teachers' Perception on Administrative Practices of School Principal

Administrative Functions	Always		Often		Sometimes		Rarely		Never	
	n	%	n	%	n	%	n	%	n	%
Educational Leadership	18	56	15	42	2	6	0	0	0	0
Plotting Directions for the School	8	22	21	58	5	14	0	0	0	0
Improving Teaching, Learning and Curriculum	5	14	20	56	9	25	1	3	0	0
Improving the School as an Organizational Unit	5	14	24	67	11	6	0	0	0	0
Providing a Climate for Personal and Professional Growth	5	14	22	61	6	17	2	6	0	0
Providing the Best in Human and Material Resources	13	36	16	46	5	14	1	3	0	0

Investigating Administrative Practices of School Principal

The descriptive results of teachers' perception on administrative practices of school principal were shown in following table for each function.

Table 2 Mean Values Showing Teachers' Perception on Administrative Practices of School Principal (N=35)

No.	Administrative Functions	Mean (SD)
1	Educational Leadership (EL)	4.25 (0.31)
2	Plotting Directions for the School (PD)	3.99 (0.60)
3	Improving Teaching, Learning and Curriculum (IT)	3.78 (0.63)
4	Improving the School as an Organization Unit (IO)	3.97 (0.41)
5	Providing a Climate for Personal and Professional Growth (PC)	3.82 (0.61)
6	Providing the Best in Human and Materials Resources (PB)	4.08 (0.70)
Total Mean Values		4.02 (0.34)

Scoring Direction: 1.00-1.49= Low 2.50-3.49= Satisfactory 4.50-5.00=High
1.50-2.49=Moderately Low 3.50-4.49=Moderately High

According to Table 2, decreasing order of mean values for teachers' perception on administrative practices of school principal regarding six administrative functions (EL,PD,IT, IO,PC, and PB) were (4.25, 4.08, 4.02, 3.99, 3.97, 3.82, and 3.78) respectively. Generally, as total mean value of administrative practices was 4.02, the administrative practices of school principal were moderately high.

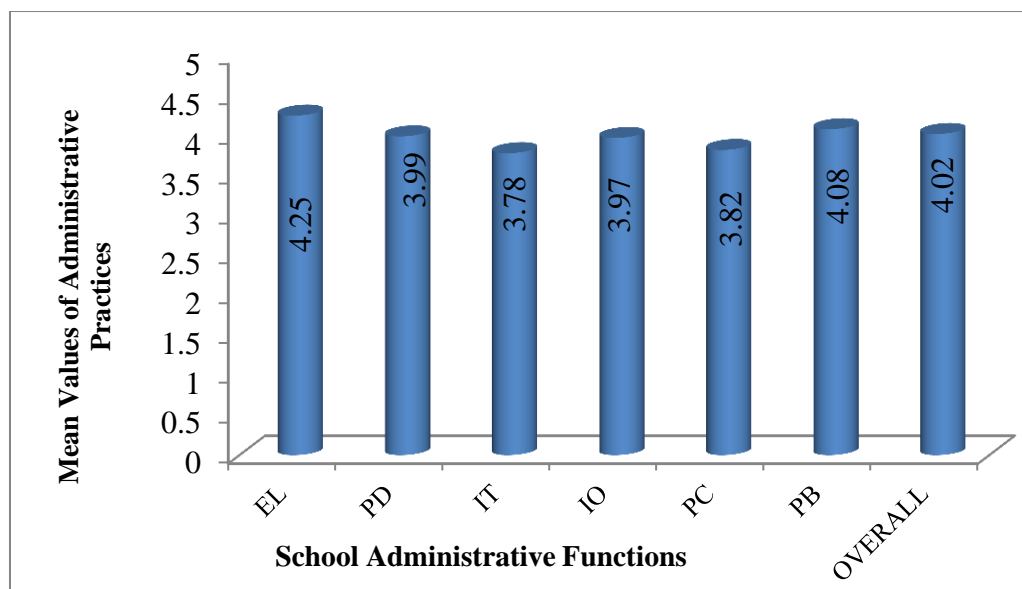


Figure 1 Mean Values for Teachers' Perception on Administrative Practices of School Principal

EL=	Educational Leadership	IO=	Improving the School as an Organization Unit
PD=	Plotting Directions for the School	PC=	Providing a Climate for Personal and Professional Growth
IT=	Improving Teaching, Learning and Curriculum	PB=	Providing the Best in Human and Materials Resources

Conclusion, Discussion and Recommendations

This study investigated the administrative practices of high school principal in No.3. Basic Education High School, Shwepyithar. The summary of findings, discussion, conclusion and recommendations for the improvement of the administrative practices of principal and for further research would be presented.

General Summary

Based on the research questions, findings of this study could be summarized as follows.

- In the practices of "Educational Leadership", (56%) rated that their administrators always perform in this function.
- In the function of "Plotting Direction for the School", (58%) responded that their administrators frequently perform in this function.
- In the function of "Improving Teaching, Learning and Curriculum", (56%) responded that their administrators frequently perform in this function.
- In the function of "Improving School as an Organizational Unit", (67%) responded that their administrators frequently perform in this function.
- In the function of "Providing a Climate for Personal and Professional Growth", (61%) responded that their administrators frequently perform in this function.
- In the function of "Providing the Best in Human and Materials Resources", (46%) responded that their administrators frequently perform in this function.
- The function of "Educational Leadership" is the highest mean value ($X = 4.25$).

- The function of “Providing the Best in Human and Materials Resources”, is the second highest mean value ($X=4.08$).
- The function of “Plotting Directions for the School” is seen as the third highest mean value ($X=3.99$).
- The function of “Improving Teaching, Learning and Curriculum” is seen as the lowest mean ($X=3.78$).
- The function of “Providing a Climate for Personal and Professional Growth” is the second lowest mean ($X=3.82$).
- The function of “Improving the School as an Organizational Unit” is the third lowest mean ($X=3.97$).
- The total mean score for overall performance perceived by all teachers were ($X=4.02$).

Discussion

Nowadays, changes occur continuously all over the world through education and technology. In order to keep abreast with the changes of the other countries, education is very important to be qualified. For the qualified education, the sector of teachers has become increasingly important. To be qualified professionals or teachers, administrators are the most important ingredients in improving school (Jacobson, P.B, Logsdon, J.D & Wiegman R.R., 1973). Therefore, it is essential to study how to perform the school administrative practices of Basic Education High Schools in Myanmar. Thus, the term paper studied on the administrative practices of the school administrator in accordance with the perception of his/ her teachers.

Descriptive Statistics was used to compare the mean score of the six areas of school administrative practices of the principal. As the result of mean score, the areas of school administrative practices are all moderately high mean. So, the administrator needs to maintain these performances and needs to try to reach the high level.

These findings suggest that improving teaching, learning and curriculum is the practices with the lowest performance among the six areas of school administrative practices for the administrator. This function is crucially important for student academic achievement. So, the administrator needs to encourage teachers to possess solid pedagogical knowledge. Workshop and discussion concerning subjects are necessary to conduct weekly and monthly to advance teaching and learning. According to the efforts, academic achievement will be higher percentage and also standards will be higher efficiently and effectively.

Then, providing a climate for personal and professional growth is the function with the second lowest performance among the six areas of school administrative practices for the administrator. For professional growth, the administrator needs to provide seminars, meetings, workshop and training concerning teaching and learning. He/ She should encourage his/her teachers to pursuit the computer training course and develop technologies from time to time.

Furthermore, improving the school as an organizational unit is the practices of the third lowest performance among the six areas of school administrative practices for the administrator. He/she should encourage more communication at the school.

Conclusion

This study examined the perceived administrative practices of principal from No.(3) Basic Education High School, Shwepyithar. According to result of mean comparison of six administrative practices of principal, the result of mean comparison by position and frequency shows teachers' perception on administrative practices of school principal. The following conclusion can be drawn from the result of the study.

The principal was perceived as having moderately high in the area of six administrative practices: educational leadership (EL), plotting directions for the school (PD), improving teaching, learning and curriculum (IT), improving school as an organizational unit (IO), providing a climate for personal and professional growth (PC) and providing the best in human and material resources (PB).

The result of "Educational Leadership" is the highest means score. It means that this function is the highest performance among the six areas of administrative practices of the administrator of this school. So, the principal was able to supervise, motivate, communicate, bringing about change and managing conflicts.

Senior and Junior teachers rated the function of "Providing the Best in Human and Materials Resources" is the second highest performance among the six areas of school administrative function of the administrator. Therefore, she was able to help teachers, parents and others and discover and evaluate the worth of various classifications of personal factors, media and materials.

From their rating, the function of "Plotting Directions for the School" is assumed that this function is the third highest performance among the six area of administrative function of the administrator. So, the principal should assist teachers in gaining a clearer perspective of their role, of their important children and of their potential for manipulating the classroom environment.

And then, from their perceptions, the function of "Improving Teaching, Learning and Curriculum" is the lowest performance among the six areas of administrative function of the administrator, "Providing a Climate for Personal and Professional Growth" as the second lowest performance and the function of "Improving the School as an Organizational Unit" is the third lowest performance among the six areas of administrative function of the administrator of the selected school. Therefore, the principal must try to improve these functions. To be a successful principal, she should help teachers to provide a free climate, open communication, and problem solving situation. The principal not only must need to understand the community and to contact and to communicate with the people in the community but also must assist to involve students, staff, parents and the community to create and sustain a positive and safe learning environment.

Recommendations

The following recommendations are based on the analyses of the research findings.

- The principal should maintain her administrative practices to improve teaching, learning process and student achievement.
- The principal should create a more positive climate to enhance personal and professional growth of teachers.

- The principal should maintain the improvement of the school as an organizational unit by fostering the quality of life within the school.
- The principal should take action strictly for breaking school discipline, take the initiative in proposing solution to serious work-related problems and act decisively to deal with such problems when prompt solution is needed.

Need for Further Research

Further research should be conducted at other Basic Education Schools, Townships, States and Regions in Myanmar. It should be conducted to study the relationship of principal's administrative practices and other variables.

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